

Spring 2013

The Classic, Spring 2013

Public Relations

Northwestern College - Orange City

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Northwestern College Magazine

SPRING 2013

the Classic

Classroom Champions

Northwestern alumni are acting on their conviction that every child deserves a great education

Also

Shakespeare: Start to Finish
Double-Leg Takedown
Permanent Ink



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From building the set to opening night, we take you behind the scenes as Northwestern stages Shakespeare's *Comedy of Errors*.

Contents

Classic People

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The *Classic* is published three times a year—in April, July and November—for alumni and friends of Northwestern College. So named because it served what was then known as the Northwestern Classical Academy, the *Classic* was the school's first student newspaper, begun in 1891. It has been an alumni publication since 1930.

Send correspondence or address changes to the *Classic*, Northwestern College, 101 7th Street SW, Orange City, IA 51041-1996 or classic@nwciova.edu.

Opinions expressed in the *Classic* do not necessarily reflect the official position of Northwestern College.

On the cover:

Northwestern alum Chris Rensink '07 teaches at an urban school in St. Louis that serves low-income students, including this fifth-grade refugee from Burma.

PHOTO BY BILL SAWALICH



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Alumni find different ways to fight for a great education for every child.

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No longer taboo, tattoos mark what's important to students, including their faith.

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Double-leg amputee Preston Hoebelheinrich thanks God every time he steps onto the wrestling mat.



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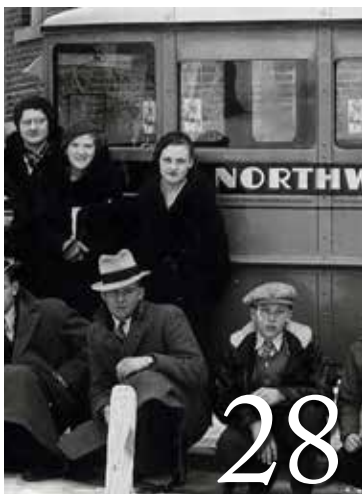
Inked

Read about more students' tattoos and see their photos. You can also share your own tattoo images and stories.

visit classic.nwciova.edu

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Zwemer View

The Impact of a Great Teacher

Frequently, today's headlines focus on the challenges facing education in the United States. President Obama has set a goal of recruiting 100,000 new math and science teachers because he believes that out-competing countries like China and Germany in the future requires out-educating them today—especially in fields like science, technology, engineering and math.

Here in Iowa, Gov. Branstad has made world-class schools one of his top four priorities for 2013. The governor has proposed reforms to raise student achievement and prepare them for jobs in a competitive global economy. I applaud these efforts and desire to work with leaders to improve education at all levels.

Preparing excellent teachers has always been a high priority at Northwestern. We began teacher preparation only 12 years after our founding in 1882 as a classical academy. Today teacher education is still our second largest major, and the quality of the program remains as strong as ever.

We have been blessed with tireless, top-rate education faculty, as exemplified by Dr. Ron Juffer '56. Ron retired officially in 2002, but after dedicating more than 40 years to mentoring teachers, he still works part time, primarily placing student teachers and ensuring their experiences in K-12 classrooms prepare them to be master educators.

My wife, Michelle, and I have witnessed the fruit of Ron's and his colleagues' work firsthand since moving to Orange City. Most of our children's teachers the last five years have been NWC graduates, and we have been impressed—even awestruck—by the quality of their teaching and interpersonal interactions with our kids. One has proven to be simply amazing.

Laura (Van Ommeren '83) Haverdink teaches orchestra at the K-12 level for the MOC-Floyd Valley School District. The first time we heard the middle school orchestra perform, we thought we were listening to a high school orchestra. Laura's love for her students, passion for teaching, and commitment to excellence distinguish her as one of the best educators we have ever known.

Her involvement with her students and the community extends far beyond the classroom. She provides lessons in her home throughout the summer months, takes elementary school children to perform for area senior citizens, and even buys the kids their favorite ice cream treat afterward. The impact Laura has had on our 11-year-old son is remarkable. Kyle is dedicated to learning the cello because his teacher is dedicated to him as a musician and as a person. He knows she cares, so he cares.

Meaningful learning occurs because of many things, but nothing brings out the best in students like a great teacher. I am thankful for Ron, Laura and countless others like them who have been prepared to teach here at Northwestern and are committed to educating young people who will make a difference in our country, world—and God's kingdom.



Greg Christy
President



DAN ROSS

around the Green

Award-Winning Marketing

Northwestern's public relations staff has four more award certificates to hang on their office wall.

The five-person department won a gold award in the 2012 Council for Advancement and Support of Education (CASE) District Six competition for improvement of the college's admissions newsletter.

Given a new name and look, the publication was designed to coordinate with other recruiting pieces and feature brief stories and many photos.

Northwestern's Imagine Campaign brochure received a silver award in the CASE contest. The brochure helped to raise more

than \$2 million for the campaign in the first six months of 2012.

The PR team also earned two awards in the *Higher Education Marketing Report's* annual advertising competition, both for projects completed in partnership with Joe Hubers '03 of Passenger Productions in Sioux Falls.

A series of TV commercials received a silver award. They used soundbites and footage from the new admissions video, *Real.Northwestern.2*, which won an award of merit.

in Box

The following excerpts are from reader-posted comments about *Classic* articles at classic.nwciowa.edu.

Valuable Profits Reactions

The social impact of quinoa on the rural poor borders on the miraculous.

Sergio Nunez De Arco

I just got a chance to sit down and read the *Classic* today and was really interested in this article. I just had a Facebook conversation about quinoa recently due to reading [articles in *Guardian* and *Mother Jones* that report demand for quinoa is pushing up prices so poorer people in the Andes can no longer afford to eat it.] I'd be really curious to hear what Curt Bomgaars has to say about this topic. Even though the quinoa popularity may have increased the personal income for the Andean people, is there a greater concern for what we have done to their way of life and their diet? It seems it's like saying to Japan, we'll pay top dollar for your rice, but you can't eat it anymore because you can't afford it. Will there be a health risk to these people that no amount of money will fix?

Lisa [Dummer '97] Percy

Curt Bomgaars '10 accepted the Classic's invitation to respond:

Regarding articles like the ones Lisa references, I agree with Emma Banks of the Andean Information Network, who acknowledges the important issues raised but also argues: "[Exported] quinoa fetches a guaranteed high price, affording farmers economic stability ... [that translates into] political power ... [and] greater control of the market."

Traveling in Ecuador last July, I asked questions similar to Lisa's of the farmers who grow Feed Adam's quinoa. These women explained that the benefits of increased demand for quinoa far outweigh the disadvantages. Their communities are not immune to the global trend of urban migration.

By supporting small producer cooperatives like Randimpak, U.S. quinoa consumers are contributing to an economy that reunites families because there is enough quinoa farming work for men who'd migrated to the cities in search of jobs.

Partnering with cooperatives that pay fair prices for quinoa also encourages sustainable farming practices and supports community outreach. Randimpak, for example, provides micro-lending programs and healthcare in Riobamba.

Poverty is often defined as a lack of choices. Your purchases help provide quinoa producers with choices. Reports that discourage the buying of imported quinoa for the sake of solidarity with the locals threaten to take the air out of one of the most promising industries in one of the world's poorest regions.

WE LOVE GETTING MAIL

Send letters to: *Classic*, NWC, 101 7th Street SW, Orange City, IA 51041; email: classic@nwciowa.edu. Letters may be edited for length and clarity. Please include an address and daytime phone number.





Around the World

Members of the Raider men's soccer team traveled to their teammates' home country, Brazil, during spring break to compete and run after-school soccer clinics for children living in the slums.

This year's Spring Service Projects included a trip to Brazil by 16 men's soccer players and two of their coaches. It was the first major service trip by the team.

The Raiders spent several days in Rio de Janeiro, home of two of their teammates, before traveling to Belo Horizonte, where they worked with an after-school soccer program in the slums. They served as referees and ball boys for elementary through high school games, then competed against college-age players in the evenings. The final weekend of their stay

featured a soccer match with a local team, followed by worship and evangelism.

Three other international SSP teams traveled to locations where Northwestern has sent teams in the past: the Moravian Church in Nicaragua, the Shelter Youth Hostels in Amsterdam, and United Christians International in Haiti.

In the U.S., teams traveled to Arkansas, California, Florida, Louisiana, Minnesota, Mississippi and Texas. Opportunities for service included visiting prisoners, tutoring children, painting homes, teaching English as a

second language, working in a free community health clinic, and building relationships with people in diverse communities.

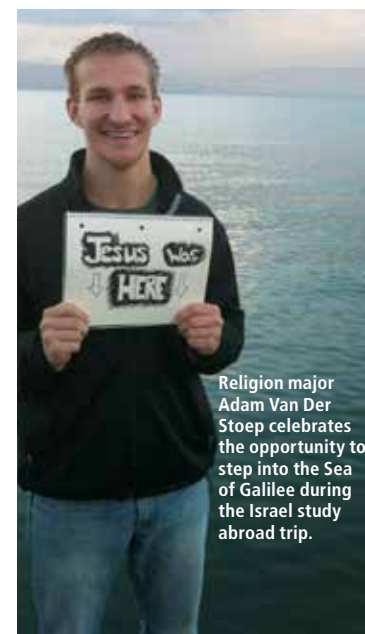
Among the 220 SSP participants were 10 NWC alumni who served as advisers: Brittany Caffey '06, Crystal Clark '02, Matt Gray '10, Mark Haselhoff '11, Wendell Kampman '77, Carrie (Carlson '95) Krohn, Sara Nessa '06, Paul Smith '98, Dan Swier '06 and Harlan VanOort '82.

Christmas in the Holy Land

While most Northwestern students were spending Christmas break with their families, 14 students and professors Jeff Barker, theatre, and Jim Mead, religion, were exploring their spiritual roots on a study trip to Israel. They read David's song of confession, Psalm 51, from the spot where he first saw Bathsheba; spent Christmas Eve in Bethlehem; and walked the Via Dolorosa.

"The trip gave me the ability to recall the physical record we have of God's involvement with history—seeing how he provided for his people," says senior public relations major Jeffrey Hubers. "It gave me a visual companion to reading Scripture. When I read about names and places now, I can picture them."

The 18-day trip had a special focus on theatre and the Bible, and the group spent a day and a half with Shimon Levy of Tel Aviv University, the foremost scholar on theatre in Israel. Their tour guide was archaeologist Dani Weiss, who took them to one of his dig sites.



Religion major Adam Van Der Stoep celebrates the opportunity to step into the Sea of Galilee during the Israel study abroad trip.

Online Programs in Nursing and Analytics

Starting in May, Northwestern will offer two new programs online: an RN-to-BSN degree-completion option and an analytics certificate for professionals who want to manage and derive information from immense datasets such as those made possible via cloud computing.

The new RN-to-BSN program—available to nurses licensed in Iowa, Minnesota, South Dakota and Nebraska—enables registered nurses to improve their career prospects by earning a Bachelor of Science in Nursing degree.

Both the Institute of Medicine and the U.S. Department of Health and Human Services recommend that at least 80 percent of practicing nurses have a BSN or more advanced nursing degree. In addition, a BSN

degree is required for nurses who want to become nurse practitioners, nurse midwives or nurse anesthetists.

Northwestern's curriculum is intended to accommodate the schedules of working nurses and can be completed in two-and-a-half years while taking just one course every eight weeks.

"All the distinguishing qualities of our BSN degree—the pursuit of nursing as a healing ministry and the opportunity for experience in cross-cultural health care settings—are part of the online RN-to-BSN option," says Dr. Ruth Daumer, director of Northwestern's nursing department.

The new analytics certificate program prepares professionals to apply the science of data analysis to the modern

phenomenon of "big data"—that is, data whose scale or complexity, enabled by cloud computing, outstrips traditional methods for management or information gathering.

"Big data is often unstructured and difficult to manipulate in a relational database system," says computer science professor Dr. Thomas Tiahrt, who is directing the certificate program. Instead, the data needs to be managed with statistical techniques implemented via computer technology. "And increasingly, there's a demand for professionals who know how to do that," he says.

According to a June 2011 article posted on computerworld.com, "by 2018, the United States alone could face a shortage of ... 1.5 million managers and analysts with

the know-how to use the analysis of big data to make effective decisions."

An analytics certificate is a useful credential for professionals with strengths in math, statistics or information technology who want to open new career paths by specializing in large-scale data management. Northwestern's six-course program, offered entirely online, is designed to be completed in three semesters.

For more information or to apply, visit www.nwciowa.edu/online or contact Dr. Rebecca Hoey, director of online learning, at 712-707-7388 or online@nwciowa.edu.

Degree of Community

Northwestern has added a minor in Christian community development (CCD). The new minor is especially relevant for students interested in justice, missions or urban ministry and could be added to nearly any major.

"We hope students majoring in non-religion majors like business or education, for example, will add this minor," says Dr. Michael Andres, religion professor and director for the CCD program. "It's relevant preparation for anyone who wants, through their career, to participate in God's plan of reconciliation and redemption of people and communities."

A key feature of the new minor is community development immersion experiences, which students will gain through courses with service-learning components and CCD-oriented off-campus programs. Students will be encouraged to participate in a short-term mission experience or complete an internship through Northwestern's Denver Urban Semester or Romania Semester.

The CCD minor incorporates a variety of disciplines, including religion, social work, sociology, economics and political science. The 24-credit minor includes courses in Christian witness, intercultural communication, diverse populations and social justice, and state and local governments.

For more information, visit www.nwciowa.edu/ccd.



Northwestern's new minor will feature immersion experiences in Christian community development.

Of Course

America, Online

Class

Multiplatform Communications

Instructor

Dayne Logan

Instructor in Mass Communications

Text and Assignments

Online Journalism: Principles and Practices of News for the Web, by James Foust

Students taking Logan's communications course are working in teams as digital editors to create iPad applications for real clients, such as *Cardboard* magazine and Northwestern's yearbook. After researching how tablet applications can promote readership, enhance products, boost sales and connect with consumers, students are using the Mag+ program to create a variety of applications that may eventually become available for purchase in the App Store.

As technology has become ubiquitous in our society, smart-phones, iPads and other electronic tablets are able to stream thousands of articles, books and newspapers right to your fingertips. But transitioning from traditional print to a digital platform can present both challenges and opportunities—and Northwestern's newest communications professor, Dayne Logan, is hoping to teach students how to navigate the shift to digital storytelling.

Logan's course, Multiplatform Communications, seeks to aid students in creating appropriate content for digital platforms while also helping them decipher which platforms are most appropriate for telling different types of stories. "I hope my students come away from class with an understanding that storytelling is not the same across all media types," explains Logan. "A good story is a good story regardless of the medium on which it's told, but digital technologies are enabling us to tell even the best stories better than ever."

With slideshows, video clips and interactive graphics at their disposal, students enrolled in Logan's course are encouraged to bolster their stories with technologies available only in digital platforms. Whether it be streaming video clips to accompany an online news article or inserting interactive games into a digital children's book, "this class opens up the proverbial box for students and encourages them to think beyond the confines of the printed page," explains Logan.

An elective course for journalism and public relations majors, Logan's class focuses on the importance of understanding, navigating and capitalizing on the future of digital media.

"The course teaches students to explore the subtle and not-so-subtle differences between telling stories in print and telling them in a digital environment," says Logan. Students are taught how digital media can involve the audience in a way that makes the reading experience more personal. For example, readers can interact with the page by swiping through photos, switching their screen orientation, hiding and revealing text, activating pop-up information, and playing audio or video files.



Actuarial Successes Add Up

Northwestern's actuarial science alumni and students continue to experience outstanding success. Kristen Humphrey '12, Lincoln, Neb., and seniors Abby Korthals, Bondurant, Iowa, and Nathan Nieuwendorp, Orange City, each passed the third of five actuarial exams in 2012, contributing to the program's 80 percent pass rate. The national pass rate for actuarial exams is below 50 percent.

Northwestern is just one of 84 colleges or universities nationwide with an "advanced undergraduate" actuarial science classification from the Society of Actuaries.

The career placement rate of Northwestern's actuarial science graduates is consistently near 100 percent. Alumni are working in firms across the U.S., including at Modern Woodmen of America in Omaha, where Humphrey is employed, and Principal Financial Services in Des Moines, where Korthals and Nieuwendorp both have already been offered jobs.

Critic

Tom Westerholm, a junior writing and rhetoric major from Orange City, was honored for his journalistic writing talents in the Iowa College Media Association awards competition in February.

Westerholm, editor of the Arts & Culture section for the *Beacon*, received third prize in the Best Review category for his criticism of Muse's album *The 2nd Law*.



The learning commons' masonry, windows and roof were all completed during the winter.

Taking Shape

Touring the soon-to-be-completed learning commons under construction on Northwestern's campus, one is struck by the immense size of the building. Its 57,000 square feet will provide ample room for the books, study rooms, coffee shop, tutoring center, offices, archives, AV center, computer help desk, and seminar and conference rooms housed within its walls. Large windows on the south and west sides of the building offer impressive views of the campus green and Stegenga Hall.

"It will be a great addition to campus," says tour guide Scott Simmelink, the college's director of maintenance and operations.

With the arrival of spring, construction crews will begin installing the boulevard, sidewalks and parking lot around the building. The learning commons' exterior is complete, with all brickwork, masonry and windows in place and the roof finished.

Inside, crews are working from the bottom floor up. Sheetrock covers the walls and painting has begun on the lower and main floors, while walls for rooms on the second floor have been framed.

During the next three months, the building's electrical, plumbing and heating systems will be finished, cabinets will be built, and floors will be covered with carpet, tile and terrazzo.

Simmelink expects to begin the moving-in process sometime in July. The learning commons will be open for use when classes start. Dedication of the building is planned for Friday, Sept. 27, at 4 p.m.

Elevators Going Down

The landmark Ag Partners grain elevators that jut into Orange City's skyline just west of the Rowenhorst Student Center will go down this summer. The elevators are part of six acres—which include a former feed mill, offices, Cenex convenience store and storage sheds—Northwestern has purchased from Alceco.

The college took possession of the property on April 1 after Alceco consolidated the activities of its Orange City site with those at its Alton facility.

"We are excited about the opportunity this property offers us for future expansion, and it comes as we have recently developed a new campus master plan," says Northwestern President Greg Christy.



Among the 20 Northwestern programs listed in the 2013 *Rugg's Recommendations on the Colleges* is biology.

Department Kudos

Rugg's Recommendations on the Colleges, a national guidebook that features top-notch college departments, typically lists nine departments for each of the 1,130 four-year colleges included in the book. The 2013 edition recommends 20 Northwestern programs.

The selected programs are actuarial science, athletic training, biology, business, chemistry, computer science, ecological science, education, English, history, music, music ministry, philosophy, physics, psychology, public relations, religion, social work, Spanish and theatre.

Rugg's listings rely heavily on recommendations from college students.

Pursuing the Dream

Pedro, a junior social work major at Northwestern, completed an application for deferred deportation and a legal work permit last summer. Just a few months later, he and his classmates would be responsible for helping other undocumented students through the same daunting process.

On a Saturday in December, Pedro and several other social work students helped run an immigration clinic sponsored by the Center for Assistance, Service and Advocacy (CASA) in Sioux Center. As part of a community development assignment, he and his classmates hosted the clinic, which provided undocumented immigrants with assistance in filling out the Deferred Action for Childhood Arrivals (DACA) application.

The legislation, signed by President Obama in June 2012, is not a path to citizenship. Instead, it offers those who meet certain qualifications a renewable two-year term of

deferred deportation and work permit authorization. In some states, approved applicants can also obtain a driver's license.

"DACA is a small piece of the greater picture, which is the DREAM Act," explains Pedro. The DREAM Act, if it were to pass, would make legal citizenship a possibility for undocumented youth brought to the United States at a young age.

Attorneys working with Iowa Justice for Our Neighbors volunteered their services at the clinic, providing legal counsel and assistance in the application process. A donation of \$65 was requested, but not required, to cover attorney fees.

"When I filled out my DACA application with my lawyer, I had \$700 in attorney fees on top of the cost of the application," says Pedro. Keeping the clinic low-cost helped make applying for the program a reality for clients.



DOUG BURG

Scholarship Auction

Northwestern's 30th annual Gala Scholarship Auction, held Feb. 16, raised \$33,000. Around 300 college supporters attended the campus event to bid on nearly 400 items.

Items that secured generous bids included vacations to northern Minnesota and Branson, Mo. Golf packages and tickets to a Minnesota Twins game also sold well, as did a Kindle Fire.

Auction proceeds are added to the endowed Alumni Scholarship, which will fund scholarships between \$500 and \$2,000 for around 50 students next year.

Shela (Stone '94) Westrate gets the bid at the Gala Scholarship Auction.

Intentional Friendships

On any given Saturday morning, a group of students living on the second floor of the Bolks B apartment complex may be found cooking breakfast for 20 to 60 people. As bacon sizzles and eggs are scrambled, the students sandwiched into the cozy apartment behave as longtime friends, even though they may not have known each other just a semester earlier.

As members of Northwestern's Cross-Cultural Community Living Project, these

students made a conscious decision to live among other students of differing racial and cultural backgrounds this year in a community that aims to respect, value and celebrate both similarities and differences.

Kaela Pracher, a social work major from Milford, Iowa, has found the experience to be eye-opening. "As human beings, we are drawn to people who are like us, and I think being intentional about challenging that is powerful," she says.

Although living in a diverse community can broaden horizons, doing so isn't without difficulties. "When you are surrounded by people who are different from you, it's hard to interact openly without being plagued by worries of offending people," says Pracher. "One of the biggest struggles for me has been being able to be bold in conversation."

Rahn Franklin, Northwestern's multi-ethnic student counselor, aims to help

students push through apprehensions by having those difficult conversations. "When you get thrown into a room with several students—some of whom are your friends and some you barely know—you learn a lot very quickly," Pracher says. "Living in community has taught me a lot about communication."

Tasty Gifts

When Rachelle Cole opened her campus mail one day at the end of the fall semester, she was surprised to find a \$10 Pizza Ranch gift card. Along with the card was a note explaining the gift was from an alumna who used to live in Cole's dorm room, Fern Smith 208.

The card was part of the Northwestern Fund's "Give a Little, Get a Little" campaign. Every person who donated at least \$40 and hadn't given in the last three years—or who increased last year's pledge by \$10—received a Pizza Ranch gift card. The donors could use it for themselves or designate it for someone else.

As a result, many people on campus got a pleasant surprise like Cole's. Among the recipients were housekeeper Monte Golden, whose donor described him as "a great staff person"; the R.A. of Colenbrander Second West; an elementary education major; and a student from Iowa's Palo Alto County.

"It was exciting to see people partnering with us for the Northwestern Fund and then turning around and blessing someone else," says Harold Hoftzyer, coordinator of the fund.

Over 200 gift cards were sent out, and the campaign helped to increase the average gift by \$20 to \$108.



Face Value

Jeff VanDerWerff

Politically Committed

What sparked your interest in political science?

When I first arrived at Northwestern, I thought I might be an accountant, and then I briefly considered computer science. During my sophomore year I took a general education class from political science professor Bob Zwier and something just clicked. I really love the subject and am continually drawn to the fascinating intersection of faith and politics.

Is there a particular election memory that stands out to you?

All of the drama in the wake of the 2000 election of President George W. Bush was quite memorable. It was fascinating to watch and observe as countless citizens relearned they do not technically elect the president, but that something called the Electoral College does. To see this play out in real time was truly amazing.

What political issues are you most concerned about?

I'm most interested in comprehensive immigration reform, the ongoing implementation of the Affordable Care Act (Obamacare), and the implications of the Supreme Court's Citizens United ruling on campaign finance and the role of money in our electoral process.

What do you find most rewarding about teaching political science?

Political science is very relevant for all students. It doesn't matter if they plan to be a nurse or a teacher or an actuary, nearly all are citizens of the United States. Moreover, as followers of Jesus, they are also citizens of the kingdom of God. What really gets me excited is exploring what this means—how those two realities might create tension in our lives and, as importantly, how we faithfully deal with it.

How do you spend your free time?

Over the years I've been a fairly regular fixture at the noon-hour basketball association—NBA—which involves pick-



DOUG BURG

Dr. Jeff VanDerWerff '83 was a member of Northwestern's admissions staff for nine years and has taught political science since 1999. A former student gave him this pocket constitution, autographed by Supreme Court Justice Clarence Thomas.

up games between faculty, staff and students in the RSC. Basketball is a little harder on my body these days, so I don't play as often as I used to, but I really appreciate the camaraderie and still make it out on the court quite often.

Is there anything about yourself that most people don't know?

I went bungee jumping on my honeymoon; my new bride feared she was going to be a widow much sooner than she expected.

If you'd like to see a particular Northwestern faculty or staff member featured in Face Value, email classic@nwciova.edu.



Dr. Juyeon Kang will use part of her \$10,000 Endowed Research Fellowship to present an October recital in Carnegie Hall.

Headed to Carnegie Hall

For the second time since 2007, Dr. Juyeon Kang, music, has been selected to receive Northwestern's \$10,000 Endowed Research Fellowship. Chosen by the college's Faculty Development Committee after an external review process, she will use the money to finish her second CD and to rent the Weill Recital Hall at New York's Carnegie Hall for a solo recital in October.

The trained concert pianist plans to finalize production on *Joyful Dances* and release it at her Carnegie recital. The CD will feature classical piano repertoire derived from dance music of different time periods, nations and styles. Composers will include Bach, Beethoven, Chopin, Schumann and Piazzolla.

Proceeds from CD sales will help fund scholarships for international students at Northwestern. Kang also plans to make her

recital in the 268-seat hall a benefit concert for a charity.

"I always dreamed of playing in Carnegie Hall," she says. "It's one of the most prestigious venues in the world, and saying you've performed at Carnegie Hall might be one of the ultimate badges of musical honor."

A member of Northwestern's faculty since 2003, Kang has performed extensively on four continents.

The Endowed Research Fellowship is intended to fund substantive research that contributes meaningfully to the faculty member's discipline. The \$10,000 award is provided through the generosity of an anonymous donor and may be used for stipend, travel, equipment, books, supplies and student assistants.

On Sabbatical

Five Northwestern faculty members will spend all or part of the 2013–14 academic year involved in research and professional development as recipients of sabbatical leaves.

Dr. Laird Edman, psychology, plans to spend the year working with Dr. Justin Barrett of Fuller Theological Seminary on a book that will present the latest research on cognitive and psychological issues related to worship and discipleship.

Dr. Heather Josselyn-Cranson, music, will study the Order of Sempringham—a religious community founded in the 12th century and known as the Gilbertines—during the spring of 2014. Her focus will be on understanding the relationship between work and worship among the lay members of that order.

Dr. Ann Lundberg's yearlong sabbatical will center on her interests in Thoreau and geology. The English professor will teach environmental literature at the Creation Care Institute in New Zealand.

Scheduled for a sabbatical during the fall, Dr. Jackie Smallbones, religion and Christian education, will work on a book about the use of narrative in spiritual formation. The book will build on the storytelling emphasis she has pursued with students in her classes.

And Dr. Jeff VanDerWerff, political science, will spend the spring semester continuing to develop a political theology based on the writings of Dietrich Bonhoeffer and N.T. Wright.



Laird Edman



Heather Josselyn-Cranson



Ann Lundberg



Jackie Smallbones



Jeff VanDerWerff

Mile High Experience

Three Northwestern social work seniors are taking their learning to the streets as participants in Northwestern's new Denver Urban Semester (DUS).

The program, launched in January, is accredited by Northwestern but open to college students from around the U.S. Participants live in community, take classes and intern among the Mile High City's marginalized populations.

Several Northwestern students have interned in urban Denver during past summers, explains Dr. Doug Carlson, associate dean for global education. Their experiences set the stage for the semester-long program, which focuses on service-learning, community development and careers in nonprofits.

Director for the DUS is Greg Fuchs, who also directs Mile High Ministries, which partners with more than 30 nonprofit organizations in Denver focused on mobilizing neighborhoods, equipping leaders and empowering the poor. A former chaplain, youth pastor and vocational coach, Fuchs helps place students in internships at nonprofits that serve Denver's vulnerable urban populations.

This semester Jennifer Kahanic, Sioux City, is interning at Street's Hope, which

ministers to women leaving the sex sale industry. Tayler Kelly, Orange City, is at Providence Network and Still Waters Housing, working with women who have been victims of prostitution or domestic violence. And Angie Sas, Hull, Iowa, is at the Denver Rescue Mission, where she is serving families who have been homeless.

In addition to interning, the students also take courses taught from a Christian perspective by faculty in the Denver area who meet Northwestern's standards for academic rigor and spiritual integrity. Course options include Race and Ethnicity in American Society, Intercultural Communication, Global Urbanization, and Incarnational Spirituality.

The DUS costs the same as a semester on campus and offers students 12 to 15 credits, including six to eight internship credits. Eight Northwestern students have already applied to spend the spring 2014 semester in Denver.

Among the internships available to students participating in the new Denver Urban Semester are opportunities to work with nonprofits that serve the city's homeless and pregnant teens.

Music and Drama

Northwestern's Drama Ministries Ensemble performed in Iowa, Michigan, Illinois, Pennsylvania and New York during their annual spring break tour March 2–12. The eight-member cast performed *Zambia Home*, the third play of a trilogy professor Jeff Barker has written about the ministry of Iowan Arlene Schuiteman, who served as a nurse missionary in the Sudan, Ethiopia and Zambia.

The Symphonic Band, meanwhile, traveled to Cuba and performed with members of that country's National Band. The NWC musicians raised \$60,000—exceeding their goal—which enabled them to deliver many supplies like mouthpieces, reeds and mutes to their Cuban counterparts.

The A cappella Choir traveled to churches, schools and a senior care center during an in-state tour April 4–7. Among the sites visited was First Presbyterian Church of Spirit Lake, pastored by the Rev. Clint Loveall '91.



Best for Bible Study

Northwestern has been included on a list of "The 15 Best Colleges for Studying the Bible" by www.TheBestSchools.org.

The list names Northwestern along with such institutions as Biola University, Gordon College and Trinity International University as outstanding schools for students who desire to study the Bible. The website says the honored colleges were picked "for their commitment to sound Christian education, their vital campus life, outstanding faculty, academic excellence and, above all, their impressive Bible curriculum."

Northwestern, the only Iowa college selected, is commended by www.TheBestSchools.org for staying true to its Reformed theological roots. The site credits Northwestern's "enduring statement of faith," "visionary commitment to biblical authority," weekly chapel services, student-led praise-and-worship service, and "multi-denominational unity" as among the reasons the college "has been an educational gem for over 100 years."



Chapel services and an unwavering commitment to Reformed theology were among the reasons cited for Northwestern's inclusion in "The 15 Best Colleges for Studying the Bible."

ANITA CIRILIS

Star Performances

Northwestern theatre students and staff received a record number of commendations, 13, at the Region V Kennedy Center American College Theatre Festival (KCACTF), held at the University of Nebraska-Lincoln in January:

- ★ Cast and crew: ensemble production, *The Cradle Will Rock*
- ★ Abby Bierly, senior, Hull, Iowa: sound design, *Mama D*
- ★ Dr. Robert Hubbard, theatre professor: directing, *The Cradle Will Rock*
- ★ Jonathan Sabo, theatre professor: scene design, *Ah, Wilderness!*; projections, *Mama D*
- ★ Drew Schmidt, theatre staff: projections, *Mama D*
- ★ Jeff Taylor, theatre professor: lighting design, *Ah, Wilderness!*
- ★ Shelby Vander Molen, senior, Pella, Iowa: dramaturgy, *The Cradle Will Rock*; playwriting, *Some Five Women*; costume and mask design, *Trickster Tales*
- ★ Megan Weidner, junior, Elk Point, S.D.: directing, *Some Five Women*
- ★ Alex Wendel, junior, Charles City, Iowa: scene design, *Some Five Women*
- ★ Keely Wright, senior, Orange City: projections, *Some Five Women*

In addition, junior Sheric Hull, Woden, Iowa, earned recognition as the "most promising lighting designer" for his work on *Some Five Women*.

And Vander Molen—whose original play, *Some Five Women*, was selected for presentation at KCACTF—was the region's winner in the festival's National Critics Institute and is competing as a theatre critic at the national event in Washington, D.C., in April.



Some Five Women, authored by senior Shelby Vander Molen, was one of seven productions from a pool of 42 chosen to be presented during January's Region V Kennedy Center American College Theatre Festival in Lincoln, Neb.

KEELY WRIGHT

Red Zone

Women's Basketball National Player of the Year

For the sixth consecutive year, NWC advanced to the Final Four at the NAIA Div. II national tournament. The Raiders, who were third in the GPAC with a 15-5 record, finished the year 26-8.

Kendra De Jong repeated as GPAC player of the year and became the fourth Raider woman to win the national honor following a campaign in which she contributed 17 points and 11 rebounds per game. She became the school's all-time leading rebounder.

Men's Basketball Conference Champs

Northwestern won the Great Plains Athletic Conference regular season with a 17-3 record and advanced to the national tournament. Ranked fourth in the final national poll, the Raiders finished 24-7. Ben Miller was named the conference player of the year after averaging 18 points, nine rebounds and five assists. Kris Korver '92 was honored as GPAC coach of the year.

Wrestling Two at Nationals

Two Raider grapplers qualified for the national tournament: 165-pounder Zach Fishman, who earned second team all-conference honors, and John Lynch at 157.

Indoor Track All-Americans

Six Raiders earned All-American recognition at the national meet. Matt Huseman placed fourth in the high jump at nationals, while Logan Hovland

was eighth in the 1000, and the men's 4x800 relay team of Hovland (prelims), Kyle Anderson, Taylor Bodin, Skyler Giddings and Elliott Johnson (finals) placed fifth. Huseman won the GPAC title in the high jump, as did Jeriah Dunk in the 60-meter dash. The men placed fourth in the conference and the women were seventh.

Scholar-Athletes Standouts

Twenty-four Raiders in fall sports earned NAIA Scholar-Athlete recognition, including nine in cross country. Repeat honorees included Taylor Dreise, Eli Groenendyk, Ryan Hoekstra, Tyler Klyn, Nathan Nieuwendorp and Tyler Walker (football); Kayla Hovland, Leslie Stover and Amy Van Skike (cross country); Jennie Jansen and Jaci Moret (volleyball); and Graham Kinsinger and Nathan Mastbergen (soccer).

CoSIDA Academic All-American honors went to Klyn, Nieuwendorp, Walker and Aaron Jansen (football).

Red Raider Club In the Hall

Koury Kramer '01 (baseball and football) and Corey Winterfeld '05 (basketball) were inducted into the Athletic Hall of Fame in February.

Bill Francis '88, head boys basketball coach at Boyden-Hull (Iowa) High School, and Chris Yaw '92, Northwestern's head women's basketball coach, were named coaches of the year. Tony Weiler '76 received the Barnabas Award.

For more on Raider sports, visit
www.nwcraiders.com

Samantha Kleinsasser shoots for two in the Raiders' 63-51 upset of third-ranked Concordia in February.



DAN ROSS




The Play's the Thing

"And now let's go hand in hand, not one before another," writes Shakespeare in the final scene of *The Comedy of Errors*. The line, delivered by Dromio to his newly discovered twin, is an apt description of the ensemble philosophy that makes Northwestern theatre one of the best small college programs in the country. More than 60 student thespians were involved in the February production of the Bard's classic, all valued equally for their roles backstage and under the lights.

Photos by Tom Becker and Doug Burg;
sketch by Jonathan Sabo







Amy Kallemeyn chose to teach at a school impacted by rural poverty when she accepted a teaching position on South Dakota's Rosebud Indian Reservation.

BY ANITA CIRULIS



Classroom Champions



From classrooms to government, Northwestern alumni are working to improve education in America

Amy Kallemeyn '11 strolls the schoolyard during recess as kids climb over the playground equipment at Rosebud Elementary. Nearby, three poles jut into the gray sky, devoid of ropes and tetherballs, while a half dozen children stand on a motionless merry-go-round sitting flush to the ground.



The merry-go-round, she explains, hasn't worked since it was moved to make room for another modular classroom unit. Six such units, each containing two classrooms, fill half the playground space. They were added over the years when the original building, constructed in 1958, could no longer accommodate the growing number of students it serves.

Adding onto the school wasn't financially feasible for the community of 1,500 on the Rosebud Indian Reservation in South Dakota. The average family income in Rosebud is less than \$20,000, and 46 percent of children live below the poverty line. The school has no library, computer room or music room. Kallemeyn's office is a storage closet she shares with the music teacher—as well as with a laminator, copy machine and shelves of paper.

Rosebud is a Priority School, the designation assigned to the nation's lowest-performing schools by the No Child Left Behind (NCLB) Act of 2001.

"It's a school in trouble," Kallemeyn says. "Academically, kids aren't reaching the standards. A lot of our kids have a really low reading level."

Poverty, says Mike Hammer, Rosebud's principal, impacts everything from attendance to a child's home life. There are kids dealing with

physical, emotional or sexual abuse, homes with 16 family members staying under one roof, and families living month-to-month on welfare or food stamps.

Kallemeyn, a 6-foot-2 former Raider basketball player, began teaching physical education at Rosebud in August.

"I was looking for someplace like Rosebud," she says. A Human Relations course with education professor Jolynn Oliver opened her eyes to issues of racism and poverty. The following year she joined Oliver in teaching a month-long summer school for kids in Mendenhall, Miss.

"I just fell in love with it and knew that's where I wanted to be," she says about teaching disadvantaged children. "South Dakota gets a bad rap for teacher pay and not having good enough teachers, so I felt like I should go there."

Missing the Mark

The public school system in the United States was founded on the belief that an educated citizenry is a common good, essential for the health of the country and a key to a better life. The nation's schools Americanized immigrants and prepared a workforce that gave the U.S. the strongest economy in the world.

It's understandable, therefore, that perceived failures in America's schools have been seen as a threat to the United States' well-being and future. In 1957, fear caused by the Soviet Union's launch of the Sputnik satellite led to passage of the National Defense Education Act, which marked the beginning of the federal government's involvement in providing funding for K-12 schools.

Four decades later, Congress passed No Child Left Behind, tying federal school funding to the administering of statewide standardized tests. The act was a response to two achievement gaps—one international and one domestic.

Internationally, American students are consistently outperformed by students from other countries on comparative tests such as the Programme for International Student Assessment (PISA). In the most recent PISA results, out of 34 countries, the U.S. ranked 14th in reading, 17th in science and 25th in math.

Domestically, the gap is most obvious in differences in test scores and high school graduation rates between inner-city minority students and students living in the suburbs. Such differences, says Dr. Yong Zhao, an author and expert on the implications of globalization on education, are evidence of education inequalities stemming from "poverty, funding gaps and psychological damages caused by racial discrimination."

"If you look at the No. 1 correlation between test scores and any other factor, it's socioeconomic status," says Laura Heitritter '84, co-chair of Northwestern's education department. "Poor kids live with a lot of different stressors—economic, family—that produce physical changes in their brains and impact their learning." The United States has a relative child poverty rate of 23 percent, the second highest among developed nations.



Volunteers work with middle-schoolers at a tutoring center established by Jessi Matson for students in a low-income neighborhood of Sioux Falls.



After teaching three years at an inner-city school in Detroit, Jessi Matson returned to her hometown to open Powerhouse Tutoring Center, a ministry sponsored by two Sioux Falls churches.

GREG LATZA

Poverty also impacts schools in terms of facilities, supplies and teachers.

“Our education system is mostly dictated by ZIP code,” says Dr. Derek Brower ’89, assistant professor of education at NWC. “That’s what determines the quality of schools.”

In other words, with public schools funded by property taxes, affluent suburbs have more to spend on each student than poor, inner-city neighborhoods. When education activist Jonathan Kozol wrote his book *Savage Inequalities*, total yearly spending in Illinois ranged from \$2,100 per child in the poorest district to above \$10,000 in the richest. He vividly describes the impact of such disparities as he tells of schools where heating and cooling systems don’t work properly, closets have been turned into classrooms, rain leaks through roofs, and students lack textbooks.

Some states—like Iowa—have funding formulas that prevent such huge disparities, but taxpayers can still vote for tax levies for their school districts to provide additional money for instructional support, buildings and equipment.

“Orange City has great funding for its schools; other area schools don’t have that,” says Heitritter. “It used to be that Iowa had pretty good per-pupil equity. That’s not the case anymore because of all the ways we can vote to tax ourselves. Some would question what’s wrong with funding our schools more if that’s what we want to do. I understand that, but if neighboring communities don’t or can’t, those kids are at a comparative disadvantage.”

Brower points out one result of such funding differences: “If I’m a teacher and I have the choice of teaching at a school that pays more, I’m probably going to choose the school with the higher salary.” Schools with better salaries, facilities and equipment not only enjoy a better selection of teacher candidates due to more applicants, but they also draw good teachers away from lower-paying districts. “So the poorly funded schools have more teacher turnover, and teacher turnover hurts students,” he says.

Inner-city Teaching

Some of the nation’s worst schools are in Chicago, where drop-out rates range from 50 to 60 percent. Northwestern students wanting an inner-city teaching experience can enroll in the Chicago Semester, which combines classes on Christian social values with urban internships.


Jessi Matson ’07 enrolled in the program after attending a Christian Community Development Association (CCDA) conference as a sophomore in college. She did her student teaching in Chicago in a school that served primarily Hispanic children.

“There were security guards and police officers at the door and teachers had to wear a uniform,” she says. “There was no recess and there were no supplies and there were no specials (art or music classes). It was just like what you see on TV but don’t think is true.”

Matson was assigned to a class of 29 first graders “stuffed” into a small room.

“The teacher I taught under had been there for years and was just doing what she had to do to get by. As a student teacher, we had to write crazy amounts of lesson plans. I don’t think I saw her write one lesson. I just saw her open up the teacher manual and read what was there and teach off of that. There were some teachers who were exceptional and some that were passionate about what they did, but for the most part, it was a good learning experience for what not to do.”

Following graduation, Matson moved to Detroit to work with a ministry called City Mission that she learned about at the CCDA conference. The Christians who founded City Mission had left the suburbs to live in a black inner-city neighborhood where they ran after-school tutoring and mentoring programs. In 2007 they started a school, and Matson was hired as one of its teachers and assigned a class of 11 second and third graders.



Chris Rensink teaches at a church-sponsored school in St. Louis that serves a large refugee and immigrant population.

“The first week I cried every day because it was hard and they were hard kids. They come from backgrounds where they have to fight to survive,” she says. “I thought to myself, ‘This is so out of my league. What am I doing here?’ But as time went on, I fell in love with those kids.”

Living in the neighborhood, Matson was able to build relationships with the children and their families. She would knock on their doors when they didn’t come to school and care for kids on the weekend when their moms needed help. In turn, they were her friends, kept an eye on her house, and watched her back. “It was a really beautiful picture of how to do education,” she says.

When the recession hit in 2009, funding for City Mission Academy dried up. Many of the school’s donors were executives and employees of Chrysler and General Motors, which were going bankrupt. Faced with the loss of her job, Matson moved back to her hometown of Sioux Falls, S.D., where her church, Hillcrest, had been supporting her during her years in Detroit.

With Hillcrest’s help—and in partnership with Wesley United Methodist Church—she launched the Powerhouse Tutoring Center. The center is located in a low-income neighborhood in northeast Sioux Falls, where much of the city’s immigrant, refugee and Hispanic populations reside. As in Detroit, Matson lives where she works: Her home is upstairs—and the tutoring center, downstairs—in a former church parsonage.

“The similarities between Detroit and Sioux Falls are amazing,” she says. “The kids are so capable, but they have such hard stories in life that they can’t put aside so they can work on their academics. If they don’t find something to cling to and someone to motivate them, they’re not going to succeed.”

A Different Model

The closing of City Mission Academy impacted another Northwestern grad. Chris Rensink ’07 taught fourth through sixth graders at the Detroit school for a year and still remembers the challenges he faced.

“I had never experienced a fight in my classroom before,” he says. “I was stunned my first week of teaching during a social studies lesson when the students didn’t even recognize where the United States was on a globe.”

Most of Rensink’s students were two years behind their grade level when he started teaching them. By the end of the year, they had nearly closed that achievement gap—a perfect example of what experts say is the impact an individual teacher can have on a group of kids. “The difference between a really good teacher and a really bad teacher is one year of learning per academic year,” says Stanford University’s Dr. Eric Hanushek, an expert on educational policy and the economics of education.

Rensink now teaches at the Freedom School in St. Louis, a nonprofit ministry of New City Fellowship Church and Restore St. Louis.

The school serves 140 students—many of whom are immigrants and refugees—charges tuition based on what people can afford, and partners church members with families served by the school. So successful is the Freedom School that it has a waiting list of students, and residents of St. Louis are asking the church to replicate the school in other parts of the city.

Waiting lists of students are an issue faced by charter schools as well as privates. First established in the early '90s, charter schools are designed to be autonomous public schools—forgoing a portion of their funding for greater flexibility—that students attend by choice rather than because of where they live.

Enthusiastically embraced by education reformers, charter schools were supposed to improve public schools by giving them competition for students. However, a national study in 2009 conducted by Stanford University found that students in most charter schools performed no better than those in traditional public schools.

Voucher programs have proven similarly disappointing. A 2007 report of the federal National Assessment of Educational Programs found that, 20 years after the initiation of vouchers in Milwaukee, there was “no evidence of dramatic improvement for the neediest students or the public schools they left behind,” says Dr. Diane Ravitch, an educational policy analyst and research professor at New York University.

Ravitch now believes that, by drawing the best teachers and most motivated students out of our nation's schools, charters threaten what was once America's “democratic vision of public education.”

Outcomes Matter

What is evident is that there are no quick fixes for failing schools in America. The United States is a huge, complex nation, ethnically diverse and polarized politically. Efforts at reform are constrained by education policies, bureaucracy, laws and teachers' unions.

It's also a nation with a utopian view of what schools should be like, says Heitritter. “We don't want failure. We've always said every kid deserves a good-quality education. A lot of countries don't have that. They sort and select from the very beginning.”

For Mike Siebersma '00, a school improvement consultant, that perspective is a strength of No Child Left Behind. Siebersma serves as a deputy director at Education Northwest, an educational research, development and training firm based in Portland, Ore.

“For all its faults, I believe No Child Left Behind had a positive impact because it got people to start paying attention to *all* kids due to the idea of subgroups needing to make progress,” he says. He gives as an example a school where 80 percent of its students are privileged, middle-class kids and 20 percent are minority or second-language learners.

“An aggregate score might show 80 percent of the kids proficient, but when you look into the numbers, you might

discover that all the middle-class kids are achieving and 100 percent of the poor kids are not. Those kinds of things became much more difficult to hide with No Child Left Behind. People started accepting the idea that outcomes matter.”

Siebersma's commitment to equity began when he served two years as a principal for a middle school in eastern Iowa.

“It was a school that was really comfortable,” he says. “They felt like they were doing well, but they had ignored the early years of accountability and weren't focused on student outcomes.”

Historically, the school's principal was seen as a disciplinarian and building manager. Siebersma's priorities were student achievement and high-quality instruction. Under his leadership, professional development became “intensive, job-embedded, accountable learning” that teachers were expected to apply, and the school's culture changed to one that valued literacy and reading.



GREG LATZA



Wanting to make even more of a difference, Siebersma joined Mid-continent Research for Education and Learning (McREL), a well-known private, nonprofit organization that helps schools raise student achievement. His work took him all over the world, from northern Quebec to Guam to school districts across the United States.

A major criticism of No Child Left Behind is its emphasis on test scores and the negative impact that emphasis has had on teaching and learning. Siebersma admits NCLB has its weaknesses.

“Schools became test prep factories and showed big gains on tests,” he says. “Meanwhile, they didn’t equip students to learn how to learn and to be creative. They also killed teacher learning with some of those practices. I’m a person who makes a living off of promoting teacher learning and professional development for educators. If we’re not focused on teachers getting better at their craft, then that’s a really ugly phenomenon.”

Siebersma is excited about a grassroots movement called the Common Core State Standards Initiative being developed by the Council of Chief State School Officers. Determining what students should learn and be able to do will enable schools to focus on the right practices and how best to measure that learning, he says.

For Siebersma, test scores, while important, are a “lagging indicator” of a school’s progress. More important are leading indicators like classroom practices—as well as a willingness to give change time to happen.

“I often see schools take on these ambitious initiatives, never really do them well, and then conclude early on they didn’t work before they move on to the next thing,” he says. “A lot of my work over the last several years has been trying to get people to sustain change—to take manageable bites of change, do them well, learn from them, and then take the next step.”

Advocating for Reform

While not a member of the Council of Chief State School Officers, Jeff Herzberg ’88 is involved in a number of statewide task forces and committees and regularly travels to Des Moines to meet with Iowa legislators about issues in education. As chief administrator for the Prairie Lakes Area Education Agency, he helps lead an organization responsible for 30,000 students in 44 public school districts and 12 private schools.

“The focus on testing has corrupted our schools in terms of what we should be doing to prepare kids for the 21st century,” he maintains. “Instead of standardized tests in basic subject areas, we should figure out how to assess problem solving, critical thinking and collaboration, which are the workplace and societal skills needed today.”

As chief administrator for Iowa’s Prairie Lakes Area Education Agency, Jeff Herzberg serves on a number of statewide committees and meets regularly with lawmakers in Des Moines about issues in education.

Herzberg serves on the governor's STEM Advisory Council, which is charged with improving education in science, technology, engineering and mathematics, as well as on Iowa's Competency-Based Education Task Force.

"I do think we're getting closer to real systemic change in Iowa and in our schools because people have seen the impact of not staying current and not changing the way we educate our young people," he says.

Among educational reforms advanced by Iowa's Gov. Terry Branstad are proposals to increase starting teacher salaries to \$35,000; provide tuition reimbursement for top students who commit to teach in Iowa for five years; give first-year teachers a reduced teaching load so they can spend more time learning from outstanding veteran teachers; and pay those veteran teachers more for leading and mentoring their peers.

Those who want to teach in Iowa must now pass two licensure exams, one in content and the other in pedagogy. The state is also moving to an internship model for teaching that requires education majors to complete a yearlong student teaching experience.

Northwestern's education professors view as a sacred trust their role in preparing excellent teachers. Prospective education majors are introduced to the classroom early, and methods classes are designed to give students the opportunity to practice educational theory while they are learning it. As an NCATE-accredited program, Northwestern requires students to pass through multiple "gates" while providing them with constant feedback.

"As we're evaluating students for the program, we ask, 'Do I want this person teaching my children?'" says Brower. He and his colleagues consider each candidate's content knowledge, performance and

disposition before approving them for student teaching.

"Our model is 'Teacher as Servant,' and that's borne through in what we do as preparation for our students," Heitritter says. "We know they can serve society and serve Christ by serving kids, and we're unapologetic about that."

One Child at a Time


While educational reform is important, ultimately it's up to each individual teacher to connect with, motivate and inspire his or her students. Amy Kallemeyn admits if it weren't for her faith, she wouldn't last where she's chosen to teach.


"I already have kids asking me if I'm going to stay for next year, because they just expect you to leave," she says. "I tell them, 'Oh, yeah. You're stuck with me.'"

Asked what motivates her, she chokes up and struggles to get out the words.

"It's that moment when a kid smiles at you or starts laughing at something silly or because they're enjoying a game—that pure laughter that maybe doesn't happen at home," she says through tears. "It's all about the kids."

Northwestern alumni who choose to teach recognize they may not be able to fix what's broken about America's educational system—though some are trying—but they *can* make a difference in an individual child's life.

And that's a start. 



Amy Kallemeyn admits working at a high-needs school is especially challenging but finds the children she teaches both her motivation and reward.

AMITA CIRILIS

Inked

Tattoos have been around since the Stone Age. They've indicated tribal affiliation, decorated warriors, and marked the passage from childhood to adulthood. Some commemorate a celebration, and others, a tragedy. Among today's young people, tattoos are commonplace. An increasing number of Northwestern students regard them as a way to express love, hope and a desire to be marked as belonging to God.

Photos by Doug Burg

Science-minded

Daniel Van Kalsbeek, Sheldon, Iowa, has two tattoos, including the chemical structures for serotonin and dopamine on his ribs. "I'm obsessed with chemistry and biology," says the pre-med major. "Serotonin and dopamine are both neurotransmitters that regulate emotions. My tattoo reminds me not to take life—and the inevitable hardships—too seriously because reality is subject to the sense our brains make of it."



Armed with encouragement

The "3" on Isaac Horigan's index finger reminds him that he's third, behind God and others. First Corinthians 2:9, inked in Greek on his forearm, helps him remember to trust God. The tree on the back of his arm is carved with Jeremiah 17:7–8, encouraging the Ventura, Calif., native to remain rooted in his faith. "Be a moon" on his bicep reminds him to reflect Christ's light.

Royal stamp

Theatre majors Katie Shepard, Des Moines, and Emily Wohlers, Denison, Iowa, begin and end every production shouting "To the King!" The phrase comes from a book theatre professor Karen Bohm Barker shares with every student who participates in theatre at Northwestern. "It's a reminder of the reason behind everything we do," says Wohlers, "not just in theatre but in all of life." The friends got the phrase tattooed on their shoulders together. "I know you should never get a tattoo you might regret someday," says Wohlers, "but I'll never regret—or forget—my Northwestern theatre family."



Brianna

Strong connection

"He must become greater; I must become less." Brianna Hobbs, Kingsley, Iowa, and her mentor, Jess (Regan '08) Knecht, Omaha, have matching tattoos of the Scripture reference, John 3:30. It reminds the sisters in Christ—and future personal training business partners—of who matters most.

Seeing Jesus

Psychology and religion major Taylor Culver, Sioux City, inked an optical illusion of "Jesus" on her wrist after hearing her pastor wonder why Christians don't advertise Jesus the same way they advertise Nike. "My tattoo reminds me I'm called to imitate Christ and be him to others."

Praying hands

Kori Heidebrink, Spirit Lake, Iowa, already has the Luther rose on her ankle and is thinking of getting "Pray" tattooed on her wrist. She says, "Writing on my hands has always been my way of reminding myself to do something."



Taylor



Samantha



Spread the love

A quote by St. Teresa of Avila, "It is love alone that gives worth to all things," inspires Samantha Bender, Coon Rapids, Iowa, to cherish God's love and spread it around. When she decided to get a tattoo after months of thought, she inked the saint's words onto her back.

Symbol of commitment

After drawing a Jesus fish on her ring finger, Jennie Jansen, Oak Harbor, Wash., decided to make it permanent. "It's a symbol of my commitment to be faithful to God."

Body paint

Possibly the most tattooed student at Northwestern, Daisha Richardson, an art major from St. Louis, sees her body as just another canvas. Among her 10 self-designed tattoos is a word search on her back that includes the names of her immediate and extended family members.



Daisha

Savoring life

Meghan Schuster, Yankton, S.D., never wants to be controlled by an eating disorder again. Her foot tattoo—the National Eating Disorder Awareness symbol behind a cross—reminds her of what she's overcome with God's help.

Wrestling with doubts

Isaac Ruiz, Comer, Ga., feels he proved himself to doubters who didn't believe he could make it as a college student-athlete. The wrestler tattooed "Philippians 4:13" on his side so he'd never forget where his strength comes from.

Keeping Grandma's faith close

Rachelle Cole's grandma said, "Oh my!" when Cole told her she intended to honor her grandma's faith with a tattoo on her ribs. Her grandma's handwritten "faith" is incorporated with several other words and symbols that guide the Council Bluffs, Iowa, education major.

Goal tending

Before transferring to Northwestern, Tyler Schwarz, Antigo, Wis., attended a state school where his shoulder tattoo—a cross with "HH" (for "Honor Him") and a basketball—got a lot of attention, especially on the court. "A teammate would ask what my tattoo stood for, and it would turn into a 15-minute conversation about my faith," he says. 🏠

On the Web *exclusive*

Visit classic.nwciowa.edu to read about more students' tattoos and see photos. You can also share your own tattoo images and stories.





Grapppling

BY AMY SCHEER

Wrestler recovers after a double-leg takedown

Preston Hoebelheinrich is down on his knees. He reaches for his opponent's ankle, drives a shoulder into the same leg, and knocks him to a sitting position on the mat. Hoebelheinrich then grabs the young man from behind, gaining the advantage, and scores two points for the takedown.

Though his challenger most likely expected this move, its swift execution nonetheless took him by surprise. Hoebelheinrich is quick, especially for a wrestler whose legs end just past his knees. Before the match, he had removed his cross necklace and kissed it, a reminder that someone like him might just as easily not be somewhere like here.

"I do this so God knows I'm out there wrestling for him," Hoebelheinrich says, "to let him know I thank him for giving me these chances. He could have let me die."

When Hoebelheinrich was six years old, he fell ill one day with flu-like symptoms. By the time his mother brought him home from a day at Grandma's house, the young boy was covered in bruises.

The family rushed him to urgent care in Rock Valley, Iowa, their hometown, and immediately doctors sent him to a larger hospital in Sioux City. From there, he was life-flighted to Sioux Falls, where specialists told Hoebelheinrich's mother her son was dying.

Amputation was the only way to save him from the bacterial spinal meningitis traveling quickly through his small body. That same day, surgeons took his legs and any memory of a childhood spent with them.

"I don't remember anything before I got sick," he says. "I remember waking up and not having legs, and that's the way I was. It was like I was born."

With the help of prosthetics, Hoebelheinrich played a variety of sports as a child, but by middle school, wrestling won out. The requisite combination of mental and physical discipline appealed to him, a self-described "chubby nerd."

In eighth grade, Hoebelheinrich wrestled at 155 pounds and 37 percent body fat. By ninth grade, he was down to 119 and winning enough matches to qualify for districts, an unusual achievement for a freshman. Sophomore year, he was a muscular 140 pounds, the captain of his team, and on his way to the first of three Iowa state tournaments.

Hoebelheinrich is not the first amputee to excel at wrestling. Nick Ackerman is a fellow Iowan who also lost his lower legs to spinal meningitis as a boy and went on to be a national champion in NCAA Div. III. The two met for a few hours to practice exploiting the advantage of already being low to the ground.

"It's insane how much I improved," says Hoebelheinrich. Later he'd meet with another NCAA champ, Anthony Robles, who was born with one leg. Robles taught Hoebelheinrich some additional strategies he's saving for the Northwestern mats.

NWC recruited the wrestler just out of high school, but a pair of shoulder surgeries has kept him sidelined as a freshman. Nonetheless, Coach Rik Dahl is confident that once recovered, Hoebelheinrich will contribute to the team in a way few others can.

"What impressed me about Preston and what made us go after him so hard was his ability to overcome," says Dahl. "We saw the way he was an inspiration for those on his high school team because of his drive to succeed and his tenacious work ethic, and we believed he could continue to grow here while adding to the culture of our program."


This tenacity is evident in his training. When not injured, Hoebelheinrich incorporates a mix of wrestling drills, swimming, weights and running with a special pair of prosthetics.

His perspective, too, shows a certain resolve: Hoebelheinrich is not convinced he deserves special attention for being an amputee. He's just living life as he wants to, he says, and it's just "not that big of a deal."

"I don't share my story so people can think, 'Oh, this kid has gone through a lot. Let's be nice to him,'" he says. "I like sharing it so they can say, 'This kid did this. Let's stop feeling sorry for ourselves.' So they learn that anything is possible."

Things that are possible, however, don't come without hard work. It's been a challenge for Hoebelheinrich to learn to walk with prosthetics, and after 13 years, he still needs a railing to navigate stairs.

Perhaps that's why he's drawn to the freedom found on a wrestling mat. It is there that he, like the biblical Jacob, has fought hard for his blessing.

"Losing my legs has shaped who I am," he says. "I firmly believe Christ puts obstacles in your way to see who you become." 



Snowstorms have thrown kinks into spring tours for years—forcing the choir’s bus to wait for a snowplow to clear the highway near Harrison, S.D., in 1938; stranding the ensemble for two days in Roggen, Colo., in 1968; and delaying the band’s tour to Mexico by two days in 2007.

Touriffic

BY DUANE BEESON

Nearly every tour by Northwestern College’s A cappella Choir and Symphonic Band has some things in common: long days of travel, stays with host families, student hijinks, potlucks in church fellowship halls, and changes to well-made plans. But most common is a growing sense of community.

“There’s not a lot of pretense when you’re on a trip together,” says Evonne (Vander Wilt ’82) Blankers, a veteran of choir tours. “You bond through shared experiences and needing to pull together.”

Dr. Tim McGarvey, who has led Symphonic Band tours since 1990, agrees. “There’s really only one focus when you’re on tour, and that helps bring people together. And with the physical proximity as you spend so much time on the bus together, you *have* to deal with each other—the good and the bad.”

Since at least the 1930s, the choir has represented Northwestern on spring tours to churches and schools. The band celebrated its 50th year of touring by performing in Cuba this spring break. The ensembles’ travels have taken them to the Crystal Cathedral, the Mormon Tabernacle, Europe and Latin America, as well as Reformed churches from Carmichael, Calif., to Canajoharie, N.Y.

Meeting with their audiences and hosts has been a highlight for students throughout the decades. “People were always friendly and super

excited to have us there,” remembers Derek Beekhuizen ’02, who toured with both the band and choir. “They went above and beyond to see that we had what we needed.”

In fact, their hospitality has influenced many band and choir alumni to pay it forward. Blankers, who still uses a cookbook given to her by a host mom in Michigan, says she now realizes how much work it was to serve the visiting students. “People were very, very gracious, and it taught me to be a gracious host.”

Choir director Dr. Thomas Holm says the audiences are consistently impressed by Northwestern’s musicians. “We hear a lot of compliments about the quality of music, the students’ love for the Lord, and how respectful they are.”

And while styles of music, dress and transportation have changed, students’ devotion apparently hasn’t. A choir tour host wrote to President Lars Granberg in 1970, “The next time I’m asked, ‘Is there really a God?’ and ‘How do you tell?’ I’ll answer, ‘Yes, there sure is a God, and if you really want to see him, look into the faces of the Northwestern College choir. God is there in all his splendor. I know; I saw him.’”

class Notes

'69 **Rick Hames**, Evergreen, Colo., is semi-retired. He now teaches entrepreneurship at Johnson and Wales University and is active at his church.

'76 **The Rev. Alan TeBrink** earned a Master of Divinity degree from the University of Dubuque Theological Seminary in May. He serves as pastor of Allison Community Presbyterian Church in Arboles, Colo.

'78 **Rhonda (Jones) Vobr**, Cresco, Iowa, completed a master's degree in integrating technology K-12 through Walden University last year.

She also received a talented and gifted teaching endorsement from Morningside College. She is the gifted and talented facilitator for Crestwood High School.

'79 **Bruce Held** was named one of the Siouxland Football Co-Coaches of the Year by the *Sioux City Journal*, along with Steve Diediker, his partner as co-head coach of the Hinton High School football team. The coaches led the Blackhawks to a state runner-up finish in Class 1A, finishing the season at 10-4. Held and Diediker are 155-122 after 30 years in their positions.

Hey, cats, let's book!



Nearly 50 years after the first NWC book brigade (February 1964), we're moving volumes again. Join us in July for a ceremonial book brigade between Ramaker Library and Northwestern's new Jack and Mary DeWitt Learning Commons. A brigade photo will be followed by tours and a celebratory picnic for participants.

Everyone's invited! Add your name to the invite list by contacting NWC events coordinator Aletha Beeson:

events@nwciowa.edu • 712-707-7134

Red Ties

MARK BLOEMENDAAL '81

Director of Alumni Relations

Change? What change? *Why* change? The idea of change makes a lot of people squirm. They'd rather avoid it. People who are quick to say, "This is how we've always done it," might appreciate that changes in higher education tend to proceed at the speed of molasses. The truth, though, is that cautious pace can at times inhibit the ability to take advantage of new opportunities.

Increasingly, students are demanding that colleges meet their expectations for easily accessible, cost-effective courses and programs. That's leading to changes even at colleges like Northwestern.

Our strategic plan directs administrators to explore developing mission-based online programs built on existing strengths that respond to the needs of both traditional and adult students. This is new territory for us. We know we deliver an excellent Christian liberal arts experience to 18- to 22-year-olds. So why change?

We believe it's the right thing to do. Why limit a college education that integrates faith with learning to just those who can take classes on campus? Why not make it available to the mid-career nurse or the business professional looking to specialize in a new area of data management?

Expanding into online learning is not only right for Northwestern, it's necessary. Colleges like ours—small, rural, located in areas where the population isn't increasing—must change to grow. Thankfully, technology enables us to compete, delivering the same high-quality Christian education we offer in the classroom via cyberspace.

While some of our new classrooms may be virtual and those students may never set foot on campus, Northwestern's mission remains unchanged: to engage students in faithful and courageous learning so they're prepared to follow Christ and pursue God's redeeming work in the world.

It's a timeless mission—which means, I guess, that not much is changing, after all.





Bob Kroese's lifelike wooden sculptures have won international awards and been displayed in Maryland's Ward Museum of Wildfowl Art.

For the Birds

An avid outdoorsman, Bob Kroese '77 doesn't just admire the beauty of nature; he recreates it. His keen attention to the natural world inspires him to transform a block of wood with exacting detail into the graceful curve of a neck or a beak tucked gently under a wing.

"Sometimes art is a loose interpretation of the subject. It can be abstract. I'm not abstract," says Kroese, who is CEO of Pella (Iowa) Regional Health Center. "Each part must fit the bird, even down to the coloring and the habitat."

A wood sculptor for nearly 20 years, Kroese has earned Best of Show in state and international competitions. At last year's world championship, his pair of blue-winged teals won second place in their class—the most elite competition in wildfowl carving.

Each work of art begins with extensive research on the species. Then in his basement studio, Kroese cuts the rough shape with a bandsaw before refining it with specialized tools. Once the shape is perfected, Kroese delicately brushes lifelike coloring on his creation. It's a painstaking process, but he allows each piece to emerge over time.

"If I feel I'm rushing it, if I'm getting impatient, it's good to let the piece sit," Kroese says. "When I come back to it, it's amazing what I see."

BY EMILY (HENNAGER '06) DE VRIES

Cathy (Greenfield) Schmidt has served for 30 years at Black Forest Academy, a school for missionary children in Kandern, Germany. She is a grade one teacher and elementary principal. Four years ago, the academy formed Germany's first Christian bilingual (German/English) elementary school.

'81 Sherry (Stubbs) Vander Ploeg, director of Church of the Cross Preschool in Altoona, served on the writing committee for the new Iowa Early Learning Standards. She also received the Leadership Fellowship from the Iowa Association for the Education of Young Children.

Mary Van Rheenen, Westervoort, the Netherlands, is the author of *The Treasure Team*, a novel for middle readers based on her research of the Choctaw-Apache community of Ebarb, La. She worked with members of the Ebarb community while earning a master's degree in cultural anthropology from Louisiana State University. A portion of each book sale will be donated to the Choctaw-Apache's Scholarship Fund.

'83 Jill (Smidt) Christensen led the Parker (S.D.) High School volleyball team to a 34-1 record and third place in the 2012 state volleyball tournament.

'89 Dr. Mark Jensen, Moorhead, Minn., received Concordia College's Ole and Lucy Flaatt Distinguished Teaching Award in August. He has taught chemistry at Concordia since 1997.

Paula Wanken, San Antonio, Texas, wrote six poems that were included in a recently published collection entitled *Poetic Bloomings: The First Year*.

'90 Luke Schouten is pastor of Wave of Grace Church, a new Reformed Church in America congregation in Naples, Fla.

'94 Chad Brenneman, Wentzville, Mo., is the director of product management for Kronos Inc.

Scott Vander Velde was named the 2012 Officer of the Year by the Sioux Falls Police Department. He has served with the force for 12 years. His brother, **Matt '97**, is also a Sioux Falls police officer.

'95 Stacey (Town) Erickson, Story City, Iowa, won the *Des Moines Register's* Holiday Cookie Contest with her recipe for farmhouse mint cookies.

'97 The Rev. David Wenell, Minneapolis, is the author of *Cultural Enslavement: Breaking Free into Abundant Living*. Published by Resource Publications, the book seeks to help readers discover how to throw off the shackles that hold them back and experience life more fully.

'99 Darrin DeVries is a reporting analyst for Bronson Hospital in Kalamazoo, Mich.

'01 Abi (Seymour) Van Regenmorter is principal of De Smet (S.D.) Elementary School.

'02 Matthew DeVries, West Fargo, N.D., is a financial adviser with Edward Jones. He was featured in the 2012 *Prairie Business* magazine's 40 Under 40 section, which honors young business professionals in North Dakota, South Dakota and parts of Minnesota. He joined Edward Jones in 2008 after teaching business for six years.

Brian Pike is the director of Christian education at Grace Lutheran Church in Lafayette, Ind.

Jen (Medema) Wentlandt, Port Washington, Wis., is an early childhood education consultant for Family Connections, a nonprofit childcare resource and referral agency in Sheboygan. She is also a trainer and teaches online courses through Rasmussen College. She and her husband, Mark, have a son, Riley (1).

'03 **Eric Reeves**, Fort Collins, Colo., is the director of operations for the Alpha Center.

Joey (Weber) VanderHelm is the housing administrative coordinator at the University of Nebraska Omaha.

'04 **Karlton Hector** completed a master's degree in educational administration from Iowa State University in December. He is an associate middle school principal and athletic director for the Le Mars Community School District.

Hannah (Zasadny) Lokenvitz is a physician assistant at Iowa Specialty Hospital in Clarion.

Jon Mouw, Orange City, was named Iowa's Class 3A volleyball coach of the year after leading the MOC-Floyd Valley High School team to the state championship in November.

Ben Vanderzyden, Occidental, Calif., is a challenge course coordinator at Alliance Redwoods Conference Grounds.

Melanie (Coulter) Worstell and her husband, Tim, are the managers of Abbey Christian Store in Norfolk, Neb.

'05 **Dr. David Elder**, assistant professor of writing and rhetoric and director of the Writing Center at Morningside College in Sioux City, received a Sharon Walker Faculty Excellence Award in December. He was commended for his energetic and engaging teaching style. He is in his third year at Morningside after earning a doctorate in writing and rhetoric from Texas Christian University.

Charleen (Bruns) Gill, Pierre, S.D., earned a master's degree in organizational leadership from the University of South Dakota. She works in South Dakota's Bureau of Finance and Management.

'06 **Justin Dowdy** teaches second grade at Gothenburg (Neb.) Elementary School. He and his wife, Jillian, have a son, Jackson (1).

Michael Mulder has been named the principal of MOC-Floyd Valley High School in Orange City. He has taught science there for six years.

'08 **Crystal (Algood) Anzulewicz**, Broomfield, Colo., is CFO of Ensicon Corporation.

Mark Bradley farms near Menno, S.D., and his wife, **Amber (Mehlhaf '10)**, is the owner and teacher of Covenant Kids Daycare.

Sarah Hilkemann is serving as a missionary in Cambodia through Mission to Unreached Peoples.

Jessica Jenkins, Omaha, earned a master's degree in literacy from Concordia University in Seward. She is a reading intervention teacher at Willa Cather Elementary School.

'09 **Camille (Martin) Broeker** is an international customer service representative for True Manufacturing in O'Fallon, Mo.

Darren Davis is a bank examiner for the Nebraska Department of Banking and Finance in Lincoln.

Sarah (Breen) Graham, Omaha, graduated from law school at Creighton University and now is deputy county attorney, juvenile division, for Douglas County.

Kayse (Thornton) Jansen completed a master's degree in mathematics from the University of Nebraska Omaha in December. She works for the U.S. Strategic Command on Offutt Air Force Base in Bellevue.

Amanda Kuehn, Kansas City, Kan., is a youth coordinator for St. Stephen Lutheran Church in Liberty, Mo., and a freelance copywriter and editor. She also works with local immigrants and refugees.

Jodie Swensen is a human resources specialist and recruiter at the South Dakota State Penitentiary in Sioux Falls.

SPEAK UP

Tell your NWC friends and classmates about the latest news in your life.

Submit for consideration by May 10 to:

Office of Public Relations • Northwestern College
101 7th Street SW • Orange City, IA 51041
classic@nwciowa.edu • classic.nwciowa.edu



Name _____

Address _____

Home/cell phone _____ Class year _____

Email _____

Current employer(s) _____

My news _____

Raider Days Sept. 27–28



Plan to attend Raider Days Homecoming this fall! The weekend celebration will include reunions for the national championship football teams of 1973 and 1983 and the classes of '63, '73, '83, '88, '93, '03, '08 and '12.



Red Raider Golf Classic

Friday, June 7
Landsmeer Golf Club, Orange City

Support the athletic department by playing in this annual four-person scramble. Morning and afternoon tee times will be available. Contact some friends and join us for a great Red Raider gathering!

REGISTER: www.nwcraiders.com/red-raider-classic
Or contact Kyle Achterhoff, 712-707-7282 or achterhk@nwciova.edu

'11 Greta Hays, Washington, D.C., is working as a publicist at Arena Stage in the Mead Center for American Theater.

Kaitlin (Beaver) Hooegeveen is a dental student at the University of Iowa.

Abigail (Raska) Long is a teacher associate for Spencer (Iowa) Community Schools.

Daniel Solis, Waco, Texas, has been promoted to probation officer for McLennan County.

'12 Noah Adams, Orange City, is the office manager at Perkins Office Solutions.

Hannah (Haverhals) Aguilera is a foster care case manager for Bethany Christian Services in Holland, Mich. Her husband, **Ben**, is a student at Western Theological Seminary.

Ashley Anderson is an associate residential lead instructor for Hope Haven in Orange City.

Kayla Arndt is a gift specialist for the Sanford Health Foundation in Sioux Falls.

Jack Bonnecroy, Orange City, is the assistant director of technology for the MOC-Floyd Valley School District.

Brian Brandau is an economic analyst for McLagan in Minneapolis.

Nick Bray, Colorado Springs, is a school nurse at Scholars To Leaders Academy.

Simon Campbell is the youth worship leader at First Methodist Church in Marion, Iowa.

Jennifer Carlson is a resident service coordinator for the Denver Housing Authority.

Riley DeVos-Mars works in swine management for Mars Farms in Alton, Iowa.

Danielle (Miller) Dykstra, Clear Lake, Iowa, is a special education teacher at Garner-Hayfield Elementary. Her husband, **Nathan**, is a real estate and consumer lender at Reliance State Bank in Garner.

Emily (Hegstad) Fischer is the activity director at the Heritage House nursing home in Orange City.

Dana Franken, Sioux Center, is a residential instructor for Hope Haven in Orange City.

Emily Gowing, Huntley, Ill., is a copy editor/graphic designer at GateHouse Media.

Elizabeth Hancock is a medical receptionist for Southside Community Health Services in Minneapolis.

Rachel Harris teaches kindergarten at Kluckhohn Elementary School in Le Mars, Iowa.

Megan Herlyn is an accountant at Central Farmers Cooperative in Lyons, S.D.

Keagan Hicks, Quantico, Va., is a second lieutenant in the U.S. Marine Corps.

Andria Hinz works in assurance services for Ernst & Young in Minneapolis.

Wendy Hofmeyer is a registered nurse at Mercy Medical Center in Sioux City.

Courtney Hughes, Sioux Falls, is a pediatric nurse at Sanford Children's Hospital.

Bobby James is a resident director at Geneva College in Beaver Falls, Pa.

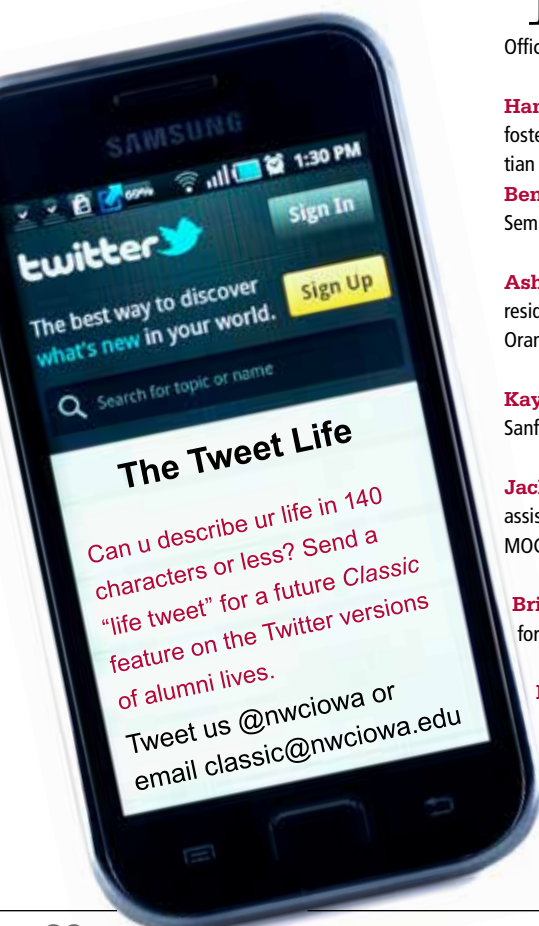
Shelby Johnson teaches math at Charter Oak-Ute (Iowa) Junior-Senior High School.

Justin Karmann, Orange City, is a residential program instructor at Hope Haven.

Teresa (Scholten) Kerkvliet, Larchwood, Iowa, teaches fifth grade at West Lyon Elementary School.

Kelli (Neevel) King, Wyoming, Mich., is a nurse at Spectrum Health Zeeland Community Hospital.

Joel Koster is a business analyst for Interstates Control Systems in Sioux Center.



Jon Kramer teaches science at Grandview Park Baptist School in Des Moines.

Kelsey Leonard is a program coordinator for Presbyterian Camp on Okoboji, Milford, Iowa.

Kaitlyn Link, Minneapolis, is a customer service representative for WCCO-TV.

Karla Lundell, Sioux Falls, is a human resource assistant for Howalt-McDowell Insurance.

Joshua Maitlen is a banking officer at FirstBank in Fort Collins, Colo.

Amber Maloney teaches first grade at Academia Los Pinares in Tegucigalpa, Honduras.

David McGarvey works at Hi-Dive in Denver.

Lisa (Walters) Moore, Lincoln, Neb., is a marketing associate/graphic designer for Rentping Media. Her husband, **Parker**, is a sales associate for the Paul Johnson State Farm office.

Averi Nissen, Wayne, Neb., is a registered nurse for Craig Pediatric Home Care.

Maria Oltmans teaches English at Atlantic (Iowa) High School.

Eddie Pantzlaff is a dental student at the University of Iowa.

Megan Parnell is a retail associate for Bank Midwest in Fairmont, Minn.

Lynda Piatt works for Equifax in West Des Moines, Iowa.

Veronica (Post) Postma, Sioux Center, is a designer for Iron Ingenuity.

Derrick Rensink teaches fourth grade at South O'Brien Elementary School in Primghar, Iowa.

Katie (Nieuwsma) Rikken is a medical-surgical nurse at Pella (Iowa) Regional Health Center.

Christine Roy teaches English literature at Al Raja School in Manama, Bahrain.

Jayne Rozeboom teaches special education at South O'Brien Elementary School in Primghar, Iowa.

Kim (De Jong) Rozeboom teaches third grade at Sioux Falls Christian School.

Sherry Runia is a resource room teacher at Hull (Iowa) Christian School.

Samantha Schouweiler teaches first grade at Daniel Boone Elementary School in Chicago.

Michael Shields, West Des Moines, Iowa, is a financial adviser for Edward Jones.

Felipe Silva is the study abroad program director for the New Horizons Foundation in Lupeni, Romania.

Paul Sutko, Omaha, works for AmeriSpec Home Inspection/TNT Termite Services.

Casey Stephan is a direct support specialist for Hiawatha Homes in Rochester, Minn.

Mariah Tappe, Oakland, Calif., is a recovery counselor at Thunder Road Adolescent Treatment Center.

Elizabeth Thompson is a volunteer for Shelter Christian Ministries in Amsterdam, the Netherlands.

Erin (Doyle) Toews is a nurse at Rapid City (S.D.) Regional Hospital.

Ellen Tolsma attends the University of Iowa Law School.

Cameron Turner, Mwanza, Tanzania, is a youth worker for Resumita, a ministry of African Inland Mission.

Kylie Underwood is pursuing a master's degree in social work from the University of Nebraska Omaha. She volunteers with Lutheran Family Services through the Ameri-corps program.



MICHAEL HUDSON

Lisa Tomkins (center), food services manager at Chicago's Olive Branch Mission, and her colleagues seek to serve their guests with compassion, dignity, smiles and hope.

Food for the Soul

It's 5 p.m. at Olive Branch Mission (OBM) on Chicago's South Side, and dinner is about to be served. Men file in from the cold and are greeted by the smell of baked chicken, fresh bread, sweet potatoes and green beans.

Lisa Tomkins '89, food services manager, calls through the hall, "Good evening gentlemen! Good to see you!"

Tomkins, an urban ministry veteran with a degree in social work, has spent nine years at OBM. In her current role, which also includes heading up volunteer services and in-kind donations, Tomkins coordinates the preparation and service of about 450 meals per day.

"A lot of organizations that work with the poor have the mindset that 'beggars can't be choosers,'—in other words, you're going to get what you get," she says.

Tomkins thinks differently and provides nutritious meals that look and taste more like a catered dinner than standard soup kitchen fare. She also aims to feed the soul by offering a warm, friendly dining room and compassionate service with a smile.

As dinner wraps up, patrons stop Tomkins to express thanks.

"We don't need the gratitude; we would do it anyway," she says. "But I believe because we take so much care in doing it, we're helping change people's hearts. It changes the way they feel when they come in the door."

BY SARAH ASP OLSON '03



Justin Pannkuk is Northwestern's second Fulbright Scholar in two years. Psychology professor Dr. Jennifer Feenstra was awarded a Fulbright for research in Romania during 2011–12.

Fulbright Scholar

Gabrielle Giffords was one. And author Joseph Heller. So were 16 Presidential Medal of Freedom recipients, 43 Nobel Prize winners and 78 Pulitzer Prize honorees.

Justin Pannkuk '09 recently joined this impressive list of Fulbright Scholars and is spending the 2012–13 academic year at the University of Göttingen in Germany conducting research on the Dead Sea Scrolls.

In addition to biblical texts, the Dead Sea Scrolls also contain extra-biblical documents written in Hebrew, Aramaic and Greek. Pannkuk, who reads those languages—as well as Syriac and classical Ethiopic—hopes his study of texts not canonized in the Hebrew Bible will lead to new insights about early Judaism and the development of Christianity.

"I'm struck by the diversity and complexity of early Jewish literature and history," he says. "The texts I'm studying present differing perspectives on important issues—such as the problem and origins of evil, sources of religious and theological authority, and beliefs about the Messiah and resurrection from the dead."

A May graduate of Princeton Theological Seminary, Pannkuk credits religion professor Dr. James Mead, his undergraduate adviser and the author of a recommendation to the Fulbright Scholarship board, with playing a role in his successful application. "I'm proud of the education I've gotten from my alma mater," he says, "and indebted for all the support I've received over the years."

BY TAMARA FYNAARDT

Tirzah (Peterson) Van Sloten is an accountant for Sand Companies in Waite Park, Minn.

Kayla Vlamincik, Marshall, Minn., is a personal care assistant for Prairie River Home Care.

Brad Waldo is a student at the University of Iowa College of Pharmacy.

Allison Weeldreyer, Sioux Falls, teaches biology at Washington High School.

Brianna Wright is a special education teacher for Schleswig (Iowa) Community School.

New Arrivals

Sharon and **David De Koster '88**, son, David Duane II

Bob and **Sara (Beukelman '95) Klein-wolterink**, daughter, Makenna Joy, joins Caden (9) and Carter (5)

Susan (Boote '96) and Shawn Hulst '97, son, Korver Michael, joins Davis (8), Gramm (6) and Hudson (3)

Catherine (Vermeer '97) and Matthew Bloom '97, son, Titus John, joins Maria (4)

Julie (Kuiken '99) and Steve Vis '98, son, Trenton Dell, joins Joslyn (5), Cody (5) and Cambrie (3)

Marianne (Koolhaas '00) and Ben Petty '99, daughter, Alyssa Janelle, joins Amber (2)

John and **Amber (Davis '01) Backes**, daughter, Anastasia Zoe, joins Epiphany (2)

Vance and **Christina (Groen '01) Roelofs**, daughter, Bella Nicole

Jessica and **Andrew Hugen '02**, son, Crew Benjamin, joins Trey (3) and Quinn (2)

Adam and **Nichole (Blaede '04) Cline**, son, Declan Mark, joins Haven (4) and Roman (1)

Aaron and **Laura (Vander Broek '04) Hoftzyer**, son, Joel David

Sandy (Muilenburg '04) and Peter Jenkins '04, son, Ezra Thomas, joins Brielle (3)

Janell (Bly '04) and Matthew Williams

'03, daughter, Callie Lou, joins Mya (2) **Becky (Fanning '05) and Vaughn Donahue '08**, daughter, Coraline Rae **Sarah (Huibregtse '05) and Chris Jacobsen '05**, twins Holland Joy and Henry James

Timothy Gault and **Maggie Keelan '05**, son, William Von

Adam and **Tamara (de Waard '05) Stevenson**, daughter, Della Joy

Louis and **Katrina (Hilberg '06) Yang**, son, Titus Steven

Candace (Gross '07) and Daryn Dockter '07, daughter, Lydia Marie

Lisa (Muilenburg '07) and Benjamin Vos '08, daughter, Madalyn Grace

Samantha (Schneider '08) and Scott Arft '07, daughter, Mackenzie Ryann, joins Jack (3)

Tyler and **Carley (Christoffers '08) Denton**, daughter, Hayden Marie

Loren and **Carrie (Lokker '08) Mathison**, daughter, Cora Joan

Amy (Vos '08) and Mike Smit '07, daughter, Lily Catherine

Amber (Mehlhaf '10) and Mark Bradley '08, daughter, Hannah Ruth, joins Abigail (2)

Rebecca (Hurley '11) and Jon Kramer '12, son, Titus Joseph

Correction: The Fall '12 *Classic* printed an error in a birth announcement. It should have listed Greg and **Haley (Janssen '09) Altmaier**, daughter, Harper Jade.

Marriages

Caren Stael '90 and Laine Henry, Grimes, Iowa

Sara Lamb '01 and Steve Sutter, Cherokee, Iowa

Rachel Prochaska '04 and Ryan Dietrich, Cedar Rapids, Iowa

Hannah Zasadny '04 and Matt Lokenvitz, Hampton, Iowa

Danielle Wynthein '07 and Craig Rowland, Sioux Falls

Elizabeth Colbert '08 and Anthony Burns, Sioux Falls

Kimberly Johnson '08 and Trent Powers, Newton, Iowa

Sarah Breen '09 and Tyler Graham, Omaha

Camille Martin '09 and Andrew Broeker, Wentzville, Mo.

Aubrey Nickelson '09 and **Nathan Lafleur '12**, Sioux Falls

Kiley Seligman '09 and Nate Roth, Spirit Lake, Iowa

Sarah Abbas '10 and Matthew Moore, Waverly, Iowa

Debra Warren '10 and Mitchell Slagter, Raymond, Minn.

Kaitlin Beaver '11 and **Ryan Hoogveen '11**, Iowa City

Kim De Jong '12 and **Aaron Rozeboom '12**, Sioux Falls

The couples reside in the city listed.

In Memoriam

William Tamminga '40, age 90, died Jan. 11, 2012, in Lenoir, N.C. After graduating from Northwestern Junior College, he earned a bachelor's degree from Calvin College and an M.B.A. from the University of Michigan. He served in India during World War II. His career included roles as the vice president of sales for Paxar Corporation, district manager at Hough Corporation, and part-time business instructor at Caldwell Community College. He was a member of First Presbyterian Church and involved in several community organizations. He is survived by his wife, Hazel; two sons; two brothers; and two sisters.

JoAnne (Vonk '51) Vermeer died from leukemia Dec. 14 at age 80 in Orange City. Following graduation from NWC, she taught in country schools in the Sioux Center area. She was an active member of First Reformed Church in Orange City and various community organizations. She is survived by her husband, **Wally '50**; four children, including **Brent '80**, **Barry '81** and **Julie Elliott '97**; and six siblings, including **Cornelius '62**, **Harold '64**, **Ruth Higgins '66** and **Ivan '72**.

Dr. Vernon Tarrell, Ames, Iowa, professor of vocal music at Northwestern from 1969 to 1975, died Nov. 18 at age 88. He is survived by his wife, **Glenyss (Peck '76)**, and two daughters, including **Kally DeYoung '73**.

Steve Bolda '81, Waupun, Wis., died Sept. 20 at age 53, following a 13-year battle with cancer. He served as youth pastor at First Reformed Church in Waupun for three years before working for the Family Court of Dodge County Court System for 24 years. He was very active at Grace Reformed Church in Fond du Lac, serving as choir director and elder. His survivors include his wife, **Jodi (Bosma '82)**; five children, including **Rebecca '10**; his parents; and two sisters, including **Laura Dykstra '85**.



Northwestern parent Marilee Yorchak proudly wore her Northwestern soccer scarf on a recent trip to Europe. How far have you gone to promote Northwestern? Send us a photo of you in Raider attire and it might get printed in a future *Classic*.

Email classic@nwc Iowa.edu

Distinguished

Have you been impressed by a classmate's achievements and service? Nominate him or her for the Distinguished Professional Achievement, Distinguished Service to Humankind or Distinguished Service to Northwestern College award.

Email your nominations to alumni@nwc Iowa.edu

Classic Thoughts

Classroom Constants

BY KRISTIN TREASE '12

Growing up in my Nebraska town of 400, it was easy for me to identify my constants—the people or things in my life that were always there. For 13 years, the biggest constant outside of my family was school. I walked the same halls when I was a stir-crazy senior as I did when I was a frightened kindergartener.

When I moved to Northwestern, my constants became my professors and the English and theatre departments, where I easily found a home.

That's one of the main reasons I became a teacher—because I always felt safe at school.

I decided during my junior year at Northwestern that I wanted to student teach away from small towns. So with little hesitation, I applied to the Chicago Semester program. It was only after I was accepted that I hesitated—as the people I told responded with shock and concern.

When I walked into Kelvyn Park High School the first week of September, I had no idea what to expect. It was unlike any other first day of school I'd ever experienced. Truth is, school didn't feel so safe anymore.

The Chicago Teacher's Union strike and new decision-making entities in the school did little to alleviate the uneasy feelings teachers and students alike encountered the first couple months of school. We were out of the classroom the second week of school because of the strike. Student schedules were a mess until the ninth week. Teachers were growing frustrated at the lack of supplies and support.

And here I was, assigned to teach at a high school with a student body the same size as my college campus. It was intimidating. It was scary. It was the best four months of my life so far.

Kelvyn Park (KP) is located in the Hermosa neighborhood of Chicago, which has the highest number of different gang factions in the city. There is a strong Hispanic influence; approximately 90 percent of KP's student body is Hispanic. Almost 93 percent of the students come from low-income homes. The school hasn't had any renovations in probably 20 years. There aren't enough teachers, art programs, sport programs, or funds to support the school's needs.

Every day about 120 freshmen passed through my classroom. We fell into our grooves, laughing a lot and loudly, exchanging sarcasm, and distracting each other with tall tales. Slowly, true stories of home and school began slipping in.

When the students were frustrated, they told me. When class schedules changed, they sought my advice. When word of a fight floated around, I was warned.

Without really realizing it, I was becoming a constant for them. I was surprised. Joyful. Humbled.

Even more surprising was my own realization concerning my new constant.

Student teaching was stressful; I was up way too late grading and planning lessons. Even though my cooperating teacher took good care of me, I knew there were serious issues happening in the school. I was overwhelmed much of the time.

Through it all, there was one thing I could count on every day: my students. As I became their constant, they became mine.

Nothing about them was actually very constant. On any given day, I had a whole range: punctual and present or tardy and absent; excited to learn or hating everything planned; willing to share every detail or completely shut off. But they were there, just like me.

Many beginning teachers have this idea that they will change the lives of their students by getting them excited about learning. (And maybe someday someone will make an inspirational movie based on their classroom.) For me, this dream lasted about two minutes into the first day of school.

But I realized that's OK. Instead, just being present and listening with my whole heart became a daily goal—and daily struggle—while student teaching. I hope the freshmen at Kelvyn Park felt I was there for them.

I know they were always there for me. Those ridiculously crazy, wonderfully creative, and incredibly strong freshmen changed my life.

After student teaching in the Chicago public school system, English major Kristin Trease graduated in December and has been substitute teaching near her hometown of Orchard, Neb. Next fall she and several Northwestern friends are moving to Seattle, where she plans to teach high school English.



Leave a Legacy

Lucretia Boender grew up during the Depression doing chores on an Iowa farm, the oldest of seven children. Her formal education ended after the eighth grade. She never married. She never had a job with an office or a title. She worked as a cook in a hospital and cared for her parents until they died.

When the Lord called her home at age 90, Lucretia's family dealt with her estate and discovered the wonders of frugality and compound interest. After leaving a gift for every niece and nephew—including Northwestern chaplain Harlan VanOort '82—she still had \$250,000 to give to charities. Though she never attended college herself, Lucretia's legacy includes a scholarship to help Northwestern social work students and money for a study room in the new learning commons.

His aunt, VanOort says, "taught us a great lesson in how to leave this earth with a servant's heart and a marvelous legacy of generosity."

Be intentional.

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Best Profs



STEPHEN ALLEN

When CBS MoneyWatch's annual "25 Colleges with the Best Professors" list came out in February, no Ivy League institutions or state universities made the cut. Instead, the rankings were dominated by small liberal arts colleges like Northwestern, which was rated fifth.

"That isn't surprising because colleges focus on undergraduate education and routinely offer instruction in small classes that allow students to get to know their professors and find mentors," wrote Lynn O'Shaughnessy of CBS MoneyWatch. "In contrast, the

best-known universities are research institutions where ... undergraduate education is not the top priority."

The list uses data compiled by the Center for College Affordability and Productivity, based on the composite teaching scores schools received at RateMyProfessors.com.

It was the second year in a row for Northwestern to make the list. Last year, NWC was ranked 11th.

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